

Phonological Awareness and Phonics Instruction in a Balanced Literacy Program



[Click here](#) to see changes from the previous edition.

Why teach phonological awareness and phonics?

Phonological awareness instruction focuses on the identification and manipulation of sounds in spoken language. Well-developed phonological awareness supports young learners to build strong reading and writing skills. Phonological awareness skills need to be intentionally taught in primary and grade 1, and to learners beyond grade 1 who need further instruction. Phonics instruction focuses on the acquisition of letter-sound correspondences and their use in reading and writing. Quality phonics and word study offers an intentional link to reading and writing as each influences the other. Phonics instruction is an integral part of reading and writing instruction for all learners. Purposeful and frequent instruction in phonological awareness and phonics, with support to transfer these skills to connected text, will contribute to reading comprehension, reading fluency, vocabulary development, and the enjoyment of reading.

How do we teach phonological awareness and phonics?

Instruction of phonological awareness and phonics is a combination of direct teaching and student-centered discovery. In the early grades, phonological awareness is taught using explicit instruction, modeling, and practice, in a play-based environment with rich oral language experiences. Young learners enjoy playing with language. Creating silly words by substituting syllables, and replacing phonemes is enjoyable and builds important skills for learners. As a part of literacy instruction, phonics requires explicit teaching on how words work and provides multiple opportunities for learners to play with sounds, letters, and words. Just as learners move through the stages of reading and writing development (refer to [Developmental Reading Continuum P-6](#) and [Developmental Writing Continuum P-6](#)) there is a developmental progression for phonological awareness, phonics, and word study.

Consider these factors when planning and teaching*:

- Individual development in phonological awareness can progress over more than one year.
- Phonological awareness develops through listening, speaking, and oral language.
- There is a progression to building phonological awareness (See Appendix A) and a scope and sequence to teaching phonics.
- Phonemic awareness is the most complex phonological awareness skill and highly correlated with word reading success.
- The sequencing of phonemic awareness tasks flow from isolating and identifying, to segmenting and blending, and manipulating (deleting, adding, substituting) phonemes.
- Teaching phonics (letter-sound correspondence) alongside phonological awareness skills is critical.
- Teaching and modeling phoneme and phonogram blending are important for children to learn to read words in connected text.
- Transferring phonological and phonics skills to connected text is essential.
- Phonological awareness and phonics instruction should be an intentional focus for older learners who require more intensity and practice to build these skills.

*For definitions of terms see Appendix B.

Teaching phonological awareness and phonics supports the literacy development of all learners. Combining knowledge of phonics development, and the individual needs of learners, teachers build their instructional plan. As they teach through modelling, explicit instruction, shared demonstration, guided practice or word study investigations, teachers are constantly evaluating learners' responses to determine what needs to be taught again or next. As instruction is provided, teachers continue to research, make decisions, and revise their teaching. Ongoing assessment allows teachers to monitor growth and to target areas that need additional support.

The Developmental Phonological Awareness and Phonics Continuum P-3 was designed specifically to support the use of Nova Scotia language arts curricula. As per the [Nova Scotia Inclusive Education Policy](#), additional and timely supports for learners will be determined and implemented with Teaching Support and Student Planning teams to ensure the ongoing well-being and achievement of individual learners.

Developmental Phonological Awareness and Phonics Continuum P-3

Emergent	Early		Transitional
End of Grade Primary	End of Grade 1	End of Grade 2	End of Grade 3
EARLY LITERACY CONCEPTS			
These skills are not phonological awareness or phonics-related but have been included because of their importance to literacy development.			
<ul style="list-style-type: none">directionality (left to right and top to bottom on a page, return sweep)one-to-one matching (read 1-4 lines of print)front and back of bookprint gives the messageconcept of letterconcept of word (spacing between words)identify first and last part (letter, word and story)recognize, make and write one’s nameuse letters from one’s name to learn about other words	<ul style="list-style-type: none">use letters from one’s name to make connections to other wordscompare the purpose of upper- and lower-case lettersunderstand and discuss the concepts of letter, word, and sentence		
PHONOLOGICAL and PHONEMIC AWARENESS (Oral Language)			
Word			
<ul style="list-style-type: none">recognize words are made of letters and soundshear and clap/drum/tap the number of words in a sentence			
Rhyming Words			
<ul style="list-style-type: none">hear and say rhyming wordsrepeat rhyming wordshear and generate rhyming wordshear and identify words that rhymeidentify words that do not rhymesing and chant songs, poems, and books with rhymes			
Syllables			
<ul style="list-style-type: none">hear and clap/drum/tap syllablesrecognize other words with the same number of syllableshear and count how many syllables in a wordrecognize that every syllable has a vowelblend syllables to make a word (e.g., yes-ter-day/ yesterday)Manipulate syllables in a word<ul style="list-style-type: none">hear and add a syllable to a word (e.g., day/to-day)hear syllables and delete a syllable in a word (e.g., see-saw/ saw)substitute a syllable in a word (e.g., today-> someday)			
Onset and Rimes			
<ul style="list-style-type: none">hear and identify rime patterns in words frequently seen in text (e.g., -ake, -all, -and, -at, -ay,-ing, -in,-ike)hear the onset in a word (e.g., “c” at)say the onset in a wordhear the rime of a word (e.g., c “at”)say the rime of a word	<ul style="list-style-type: none">hear and say the onset in a word (e.g., “pl”ant)hear and say the rime of a word (e.g., pl “ant”)blend onsets and rimes to make a whole word (e.g., b- at; m- an)blend onset with rime when reading (e.g., “cl”- “ap”/clap)		

Emergent	Early		Transitional
End of Grade Primary	End of Grade 1	End of Grade 2	End of Grade 3
Phonemes			
<ul style="list-style-type: none"> hear and say the phonemes (2 to 3 letter words) at the <ul style="list-style-type: none"> beginning of the word end of a word middle of word begin to hear and say words with the same <ul style="list-style-type: none"> beginning phoneme (e.g., fish/fun) ending phoneme (e.g., rap/tip) change the initial phoneme to make a new word begin to blend and segment phonemes in words 	<ul style="list-style-type: none"> hear and say the phonemes at the <ul style="list-style-type: none"> beginning of the word end of a word middle of word hear and say words with the same <ul style="list-style-type: none"> beginning phoneme (e.g., balloon/beach) ending phoneme (e.g., help/soap) middle phoneme (e.g., cat/tap) manipulate phonemes of words <ul style="list-style-type: none"> delete the beginning phoneme of a word (e.g., can/an) delete the ending phoneme of a word (e.g., card/car) add a phoneme to the beginning of a word (e.g., it/sit) add a phoneme to the end of a word (e.g., win/wind) substitute (change) the phoneme at the beginning of the word (e.g., hoop/loop) substitute the phoneme at the end of the word (e.g., fit/fin) substitute the middle phoneme of a word (e.g., hat/hit/hot) 		
GRAPHOPHONIC AWARENESS			
Letter Knowledge			
Fast access to visual letter forms builds the links between what is seen and what is heard.			
<ul style="list-style-type: none"> recognize letters in upper and lower case* know how to match upper and lower-case letters begin to print letters using correct formation, orientation, and size (may still see some reversals) identify the difference between letters that are visually similar (e.g., b/d, f/t) recognize and use (not rote) the order of the alphabet begin to understand and use capital letters (e.g., beginning of a sentence, names, and “I”) know letters-names/ sounds flexibly and with automatically begin to understand that letters are either consonants or vowels <p>*Present letters that can be combined into words quickly. Presenting letter-sounds based on the strengths and needs of leaners (not in alphabetic order). Visually similar letters should not be taught at the same time or in too close of a succession (e.g., b and d).</p>	<ul style="list-style-type: none"> know letters flexibly and with automaticity (e.g., orientation, formation, size, sound, connected to a word) in reading and writing) recognize and use upper and lower-case letters appropriately (e.g., in names, I, beginning of a sentence, proper nouns and titles) understand that letters are either consonants or vowels 		

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PHONICS			
The English language has 44 to 46 sounds, and 26 letters. There are many letter-sound combinations. Phonics instruction delineates this for learners so they can decode words in connected text.			
<ul style="list-style-type: none">recognize the relationship between letters and soundsrecognize that some words begin with the same consonant soundrecognize that some words end with the same consonant sounduse first and last sounds to solve and confirm wordsrecognize that some letters represent consonant soundsrecognize that some letters represent vowel sounds	<ul style="list-style-type: none">know letter symbol and sound (consonants, short vowels, long vowels)use beginning, ending, medial consonant sounds when reading in connected textblend beginning, medial, final letter-sounds when reading words in connected textrecognize and use short vowels sounds at the<ul style="list-style-type: none">beginning of wordsmiddle of wordsbegin to manipulate short vowels sounds within words (e.g., hat, hit, hot)recognize and use long vowels sounds in wordshear and play with short and long vowel sounds (e.g., cap-cape, tub-tube)begin to hear and use y as a vowel (e.g., happy, sky)blend new letter-sounds progressing from CV, VC, CVC, CVCC words to more complex wordsblend consonant clusters at the<ul style="list-style-type: none">beginning of a word (e.g., bl, fr, sc, st, pl)end of a word (e.g., ft, ld, sk)middle of the word (e.g, st, tr)recognize and use digraphs (e.g., ch, sh, th)begin to recognize and use “r” controlled vowel sounds (e.g., ar, er, ir, or),practice blending letters, digraphs, consonant clusters (e.g., phonograms)blend letters and consonant clusters to read words in connected text	<p>Use longer words and multisyllabic words once a solid phonemic/phonics base is established. It is important to move beyond CVC or CCVC types of words</p> <ul style="list-style-type: none">recognize and use consonant clusters that blend two or three consonant sounds<ul style="list-style-type: none">at the beginning of a word (e.g., scr, spl, squ)at the end of a word (e.g, nd, lp)in the middle of a word (e.g., ck, scr)recognize and use consonant letters that represent two or more different sounds<ul style="list-style-type: none">at the beginning of a word (e.g., car, city)at the end of a word (e.g., bug, cage)in the middle of a word (e.g., inches, machine)recognize and use double consonants at the end of a word (e.g., grass, hill, puff)recognize and use middle consonant sounds represented by double letters (e.g., rubber, arrive)recognize and use digraphs less frequently seen in text<ul style="list-style-type: none">the beginning of a word (e.g., kn, ph)end of a word (e.g., gh, ph)recognize that some consonant sounds can be represented by different letters or letter clusters (e.g., duck, stomach)recognize and use consonant letters that represent no sound (e.g., lamb, know, write)recognize and use “y” as a vowel sound (e.g., why, city)recognize and use letter combinations that represent<ul style="list-style-type: none">long vowel sounds (e.g., chain, blue, fruit)unique vowel sounds (e.g., oi- spoil, ou- mouse, ow- plow)two different vowel sounds (e.g., meat-break)recognize and use “r” controlled vowel sounds (e.g., ar, er, ir, or)contrast short and long vowel sounds in words (e.g., at- ate, cut-cute)	
SPELLING PATTERNS			
<ul style="list-style-type: none">recognize that words have letter patterns (parts) that are connected to sounds (e.g., -ap)recognize patterns that are the same in words (e.g., cat-mat, like-bike)apply known letter and sound patterns to solve unknown words in reading and writing (e.g., if you know dog, you know frog)	<ul style="list-style-type: none">recognize and use letter patterns (phonograms) that are connected to soundsrecognize a consonant-vowel-consonant (CVC) patternrecognize and use phonograms with a short vowel sound in one syllable words (e.g., - ap, -en, -ill, -og)	<ul style="list-style-type: none">continue to build and use phonogram patterns with a short vowel sound in one syllable words (e.g., -ab,- in, -ob, -ock,- ut)recognize and use less common phonograms with a VC pattern (e.g., -ax, -eg, -ix, -ox, -oy, -ib)recognize phonograms with<ul style="list-style-type: none">VC silent”e” (e.g.,-ake, -oke, -ale, - ate, -ice)VCC double consonant (e.g., -ill, - ess, -app)VCC ending consonant clusters (e.g., -ack, -ash)VVC double vowel (e.g., -eed, -eek, - ook, -oon)VVC vowel combinations (e.g., ail, eat)begin to recognize and use phonogram patterns with a long vowel sound in one syllable words (e.g., -old, - ace, -eak,- ite, -ight)understand and talk about the fact that some words have double consonant that make two sounds (e.g., success, accident)recognize and use some frequently appearing syllable patterns (e.g., <u>a</u>lone, <u>b</u>efore)	<ul style="list-style-type: none">recognize and use phonograms with<ul style="list-style-type: none">VC silent “e” –(e.g., -ace,-ade, -ive, -ide)VCC double consonant (e.g.,-ess, -uff)VCC ending consonant clusters (e.g., ond, act, aft)VVC double vowel (e.g., -eel, -eem, - ood, -oot)VVC vowel combinations (e.g., -aid,- ait, -eam,- ief)recognize and use phonogram patterns with a long vowel sound in one syllable words (e.g., -ane, -ain,- ies, -ave, -aze)recognize and use phonogram patterns in single syllable words with the<ul style="list-style-type: none">/Ü/- (as in moon) ew, o, oo, ood/U/- (as in book) ook, ull, ush/O/- (as in saw) all, aw, oss, oth/OU/- (as in cow) oud, ow, owl/OI/- (as in boy) oy, oil, oinrecognize that short vowel phonograms appear in multisyllabic words (e.g., <u>th</u>ankfully)recognize that long vowel phonograms that appear in multisyllabic words (e.g., <u>l</u>ightening)

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HIGH-FREQUENCY WORDS			
<ul style="list-style-type: none"> read and write at least 10 words with automaticity such as: l, a, am, at, is, my, the, and, he, she, like, come, look recognize at least 10 words in isolation (e.g., word wall, game) and continuous text recognize that some words have only one or two letters 	<ul style="list-style-type: none"> read and write 45+ different words (not word families) commonly seen in reading and writing with automaticity continue to build a core of high- frequency words with 5 or more letters use known words to read and write increasingly complex words (e.g., at, cat, catch, latch) use strategies to continue to build a large core of high – frequency words 	<ul style="list-style-type: none"> read and write known high-frequency words with automaticity continue to build a core of high-frequency words with more than one syllable 	<ul style="list-style-type: none"> read and write known high-frequency words with automaticity
WORD MEANING/VOCABULARY			
<ul style="list-style-type: none"> recognize that there are categories of words (e.g., colour, size, feelings, seasons, days) begin to use new words to make writing more interesting understand vocabulary words that are in common oral vocabulary (e.g. everyday vocabulary words- days, prepositions) 	<ul style="list-style-type: none"> recognize and talk about the fact that words can be related in many ways: <ul style="list-style-type: none"> sound (here-hear) spelling (bite-kite) category (hat-coat/ mother-father) begin to build an understanding of synonyms (e.g., big-huge) begin to build an understanding of antonyms (e.g., big-little) begin to build an understanding of the concept of compound words understand vocabulary words that are in common oral vocabulary (e.g., everyday vocabulary words-command words, days, months, prepositions) understand the meaning of a few words that appear in mature language users (e.g., multiple meaning vocabulary words) begin to use words particular to content areas (e.g., academic vocabulary words- math- plus/minus) 	<ul style="list-style-type: none"> recognize and talk about the fact that words can be related in many ways: <ul style="list-style-type: none"> sound (there, their, they’re) spelling (light-flight) categories and sub-categories (food- fruits and vegetables- apples and oranges, carrots, and peas) recognize and use synonyms (e.g., large- enormous) recognize and use antonyms (e.g., large- small) begin to build an understanding of homophones (e.g., blew-blue) begin to build an understanding of homographs (e.g., duck- a bird or to lower the body suddenly) understand the meaning of words that appear in the language of mature users and in written texts (e.g., multiple meaning vocabulary words) use words particular to content areas (e.g., academic vocabulary words- science-predict/estimate) 	<ul style="list-style-type: none"> use the relationship between words in reading and writing: <ul style="list-style-type: none"> sound (there, their, they’re) spelling (light-flight) categories and sub-categories (food- fruits and vegetables- apples and oranges, carrots and peas) continue to build and use synonyms (e.g., mistake-error) and antonyms (e.g., appear-vanish) recognize and use homophones (e.g., night-knight, not-knot) recognize and use homographs (present- a gift- to make a presentation) recognize and use words with multiple meanings (e.g., cover- to protect or to extend over) understand and talk about onomatopoetic words (e.g., buzz, hiss, plop) understand and talk about the concept of prefixes (e.g., in-, sub-, super-) collect and use interesting words in a conversation around a topic use many words that appear in the language of mature users and in written texts (multiple meaning vocabulary words) use words particular to content areas in a variety of ways (academic vocabulary words)

Emergent	Early		Transitional
End of Grade Primary	End of Grade 1	End of Grade 2	End of Grade 3
WORD STRUCTURE (Morphology)			
<ul style="list-style-type: none"> recognize words have syllables hear, say, clap/ tap/ drum and identify one and two syllable words 	<ul style="list-style-type: none"> hear, say, clap/ tap/ drum multisyllabic words understand the concept of contractions (e.g., I’m, I’ll, it’s, can’t, couldn’t) read and write simple compound words seen in text (e.g., into, today, something, doghouse) understand, recognize, and use plurals that add “s” begin to build an understanding of verb- subject agreement (e.g., I jump-she jumps) build an understanding of the multiple sounds of “-ed” (e.g., looked, climbed, started) 	<ul style="list-style-type: none"> recognize and use syllables in words with double consonants (e.g., ap/ple) recognize and use compound words (e.g., something, myself, cannot, airport, peanut) recognize and begin to use contractions with not, am, are, is, has, have, will (e.g., can’t, I’m, they’re, he’s, there’s, they’ve, I’ll) recognize and use plurals that <ul style="list-style-type: none"> add “es” (e.g., dress, dresses) change “y” to “i” and add “es” (e.g., hurry, hurries) change “f” to “v” and add “es” (e.g., wolf, wolves) recognize and use <ul style="list-style-type: none"> irregular plurals that change the spelling of a word (e.g., mouse- mice) irregular plurals that have the same spelling as the singular form (e.g., sheep) recognize and use apostrophe and s to show ownership (e.g., John’s coat.) begin to build an understanding of how to use suffixes when spelling words <ul style="list-style-type: none"> many words do not change their spelling when adding a suffix (e.g., pay, payment) words that end in silent “e”- drop the “e” when adding a suffix that begins with a vowel (e.g., live- living) words that end in silent “e”- keep the “e” when adding a suffix that begins with a consonant (e.g., live- lives) for one syllable words that end with VC, usually double the consonant when adding a suffix that begins with a vowel (e.g., grin- grinning) for one syllable words that end with VC, do not double the consonant when adding a suffix that begins with a consonant (e.g., grin-grins) recognize and use inflectional endings (e.g., es, ing, ed) begin to recognize and use the suffixes “er” and “est” to show comparison begin to recognize and use the suffixes “er”, “or”, “ar”, and “ist” which name a person or thing that is doing something (e.g., art/artist) begin to recognize and use common abbreviations (e.g., titles, addresses) 	<ul style="list-style-type: none"> begin to recognize and use <ul style="list-style-type: none"> syllables in words with double consonants (e.g., tun/nel) open syllables (syllables that end with a single vowel, which usually represents a long vowel sound e.g., ti/ger) closed syllables (syllables that end with a consonant, and usually have a short vowel sound e.g., can/dle) “r” influenced syllables (e.g., a/part/ment) consonant plus “le” syllables (e.g., ea/gle) begin to recognize and use <ul style="list-style-type: none"> syllables in words with double consonants (e.g., tun/nel) open syllables (syllables that end with a single vowel, which usually represents a long vowel sound e.g., ti/ger) closed syllables (syllables that end with a consonant, and usually have a short vowel sound e.g., can/dle) “r” influenced syllables (e.g., a/part/ment) consonant plus “le” syllables (e.g., ea/gle) syllables in words with the VCCV pattern (e.g., ber/ry) syllables in words with the VCCCV pattern (e.g., emp/ty, hun/dred) syllables in words with the VV pattern (e.g., gi/ant) continue to build an understanding of how to use suffixes when spelling words <ul style="list-style-type: none"> many words do not change their spelling when adding a suffix- bright- brighter- brightest words that end in silent “e”- drop the “e” when adding a suffix that begins with a vowel (e.g., fierce- fiercer) words that end in silent “e”- keep the “e” when adding a suffix that begins with a consonant (e.g., grace- graceful) for one syllable words that end with VC, usually double the consonant when adding a suffix that begins with a vowel (e.g., sad- saddest) for one syllable words that end with VC, do not double the consonant when adding a suffix that begins with a consonant (e.g., fit-fitness) for words that end with a vowel and “y”, keep the “y” and add the suffix (e.g., enjoy- enjoyed) recognize and use the suffixes “er” and “est” to show comparison recognize and use the suffixes “er”, “or”, “ar”, and “ist” which name a person or thing that is doing something (e.g., art/artist) recognize and use the “ly” suffix (e.g., easy- easily) begin to recognize and use the prefix <ul style="list-style-type: none"> “re” meaning “again”(e.g., remake) “un”, “in”, “dis” and “non” meaning “not” (e.g., unfair) “mis”, “mal” meaning wrong (e.g., mistake) “pre” meaning before (e.g., preheat)

Emergent	Early		Transitional
End of Grade Primary	End of Grade 1	End of Grade 2	End of Grade 3
WORD-SOLVING ACTIONS			
<ul style="list-style-type: none"> find the letters that are in their name in other words use initial letters in class names to: <ul style="list-style-type: none"> make connections to other words with the same letter in any position read and write other words use beginning sounds to solve unknown words hear and say the individual phonemes in a word say a word slowly and <ul style="list-style-type: none"> name the first sound record the first sound name the last sound record the last sound read and write known words quickly use the patterns (parts) of known words to help read and write unknown words use what is known about letters and sounds to check reading 	<ul style="list-style-type: none"> read and write known words quickly use known words to monitor reading and writing say words slowly to hear sounds in sequence use known clusters of sounds to solve unknown words (e.g., onset-rime/ inflectional endings ed, ing, s/ blends and digraphs) change the onset or rime to make a new word (e.g., stay/stop, stay/play) begin to manipulate middle letters to make new words (e.g., sleep/slurp) take apart compound words to read two smaller words (e.g., uphill, up-hill) break a word into syllables to solve words (e.g., a/sleep) make attempts to spell unknown words 	<ul style="list-style-type: none"> continue to use known words and word parts to solve unknown larger words change middle letters to make new words (e.g., big-bag) delete a letter, cluster, or digraph <ul style="list-style-type: none"> from the beginning of the word to read or write other words from the end of the word to read or write other words add a letter, cluster, or digraph <ul style="list-style-type: none"> to the beginning of a word to read or write new words to the end of a word to read or write new words substitutes a letter, cluster, or digraph <ul style="list-style-type: none"> in the beginning of a word to read or write new words at the end of a word to read or write new words break multisyllabic words into syllables to solve words (e.g., re/mem/ber) 	<ul style="list-style-type: none"> continue to use known words and word parts to solve unknown larger words use multiple ways to solve unknown words <ul style="list-style-type: none"> use knowledge of known words, affixes (prefixes and suffixes), roots, compounds; and syllabication use inflectional endings segment and blend multisyllabic words break words into syllables use word parts and connections to known words use patterns to solve complex words use consonants, vowels, blends, and digraphs infer the meaning of new words by knowledge of word part use reference tools to solve and find information about words

Phonological Awareness Development through Listening, Speaking, and Oral Language

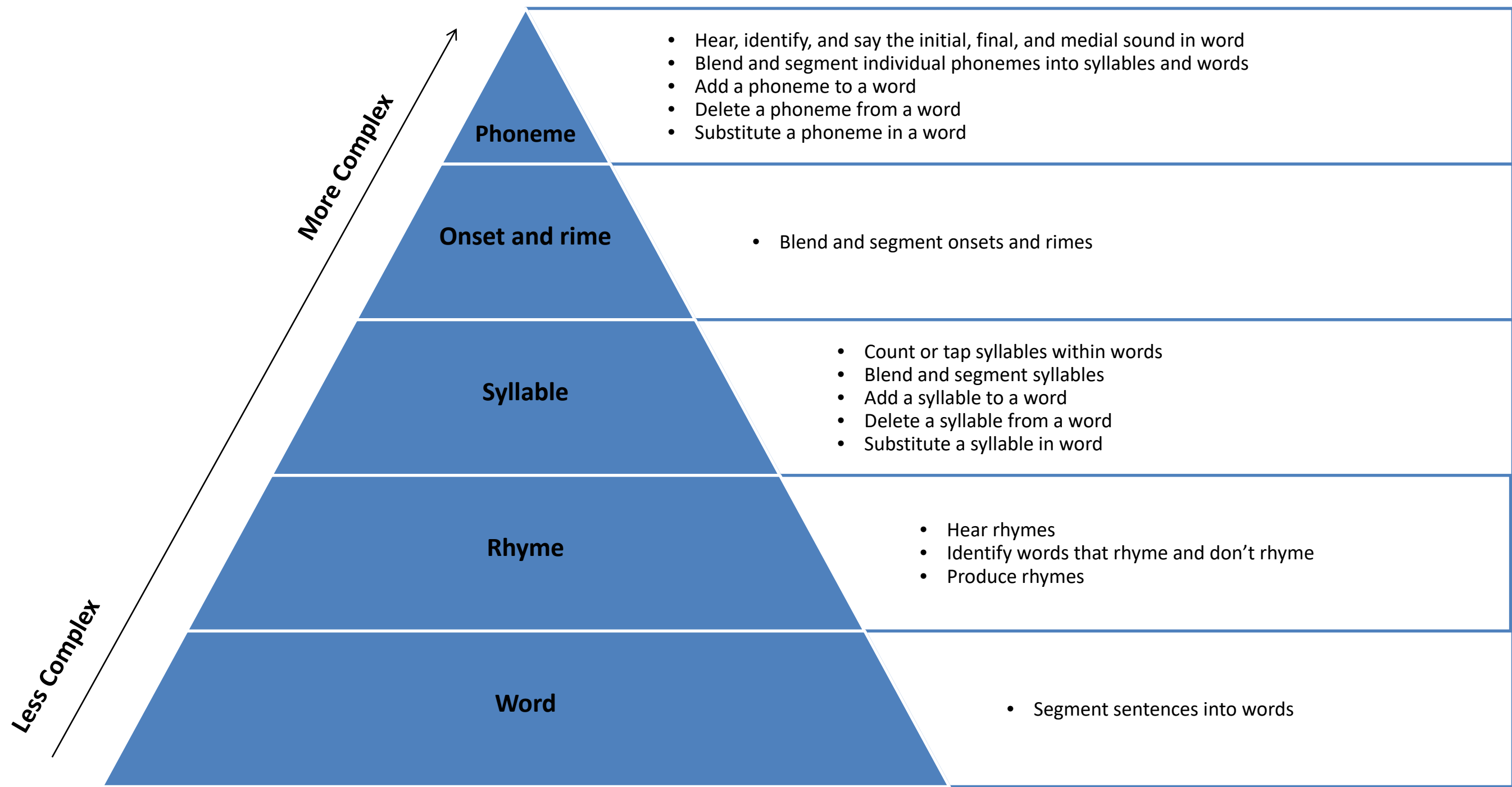


Image adapted from Étapes de l'apprentissage de la conscience phonologique créé par Katérie Levesque et Jessica LeBouthillier, April 2017

Terms from the Phonological Awareness and Phonics Developmental Continuum P-3

Phonological Awareness: Phonological awareness is a broad skill that includes identifying and manipulating units of oral language such as word, rhyme, syllable, onset-rime, and phoneme.

Phoneme: The phoneme is a single sound. It is the smallest unit of sound that can change the meaning of a word (e.g., bat, cat, rat).

Phonemic Awareness: Phonemic awareness is the ability to hear and manipulate individual sounds/phonemes in spoken words (e.g., Changing sat to set requires hearing and substituting one phoneme – the short vowel).

Phonics: Phonics involves teaching how letter symbols correspond to sound. Phonics builds on the alphabetic principle in that it teaches what sounds correspond to which letters and letter-groups. The focus of phonics instruction is to help beginning readers understand how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge while reading.

Phonograms: Phonograms are characters or symbols (letter symbols) that represent a sound. Phonograms can be made of one letter or groups of letters that occurs with the same phonetic value in several words (e.g., - ite of bite and write). Phonograms are sometimes referred to as word families.

Rhyme: A rhyme is a correspondence in the ending sound of words (e.g., moon and balloon).

Consonant Clusters: Consonant clusters are a combination of consonant letters in which each sound can be heard (e.g., bl, tr, spr, spl).

Digraphs: Digraphs are two letters that make one sound (e.g. sh, ch, th, wh).

Syllable: A syllable is a phonological unit with at least one vowel. Words contain one or more of syllables. (e.g., cat has one syllable; caterpillar has four syllables).

Onset: Most syllables have an onset. The onset is the consonant, consonants, or consonant cluster before the vowel in any syllable (e.g., cat, the onset is c; in the word read, the onset is r).

Rime: Most syllables have a rime unit. The rime unit is the part of the syllable after the onset that begins with the vowel (e.g., in the word cat, the rime is at; in the word read, the rime is ead).

Morphology: Morphology is the system by which the English language uses word bases (e.g., the root of a word), and affixes (prefix and suffix) attached to the base (e.g., farm -> farmer; hinge -> unhinge -> unhinged).

CV: Consonant-vowel (e.g., to, la, be)

VC: Vowel-consonant (e.g., at, am, it)

CVC: Consonant-vowel-consonant (e.g., cat, did, pet)

Appendix C: References

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